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ABSTRACT

This study investigated the effectiveness of a variety of teaching techniques, including both standard English-as-a-Second-Language (ESL) methods and the teacher's own strategies, in improving the English language proficiency of 15 Haitian and 5 Hispanic third-graders. The students were administered oral and written pretests and found to be functioning in English at nonindependent levels. Instruction combined three distinct approaches (scientific, traditional, and direct) and used short stories, individual and group instruction, peer tutoring, flash cards, posters, textbooks with pictures, tape recordings, television viewing, a field trip, limited reading and writing experiences, and language experience charts. The students were instructed for 2 hours a day for 12 weeks. Posttests indicate that all of the students gained significantly in English language proficiency. Other teachers are encouraged to incorporate such techniques as peer tutoring, language experience charts, television, tape recordings, and field trips in both pull-out programs such as this and other ESL, bilingual, or special education classes. Schools are encouraged to offer generalized workshops for teachers in similar methods. (MSE)

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ED 364 090

Strategies to Increase the Language Proficiency of Third-Grade Haitian and Hispanic Limited English Proficient Students Through a Second Language Program

by

Joseph C. Bien-Aime'

Cluster 49

A Practicum I Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PRACTICUM APPROVAL

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This practicum report was submitted by Joseph C. Bien-Aime' under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

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ACKNOWLEDGMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Joseph C. Bien-Aimé

Joseph C. Bien-Aime'

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ABSTRACT

Strategies to Increase the Language Proficiency of Third-Grade Haitian and Hispanic Limited English Proficient Students Through a Second Language Program.
Bien-Aime', Joseph C., 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies.
TESOL/ESL/Elementary Education/Limited English Proficient Student

This practicum was designed to remedy a problem common in classes with limited English proficient Haitian and Hispanic students which is widespread. This problem was recognized and remedied especially in this writer's Haitian and Hispanic ESOL students. These students do not have the language proficiency to function in the regular classroom. They cannot speak, read, and write English. They should be able to speak, read, and write English to function in their regular third-grade class. Their parents cannot help them at home with their homework because they have little formal education. So, this program was designed to help these students in the writer's classroom learn to speak, read, and write English. At the beginning of the program, the students were given an oral pretest and a written pretest to determine their exact entry level. They scored very low. The results indicated that they were functioning at ESOL levels 1 and 2 and were reading at a first-grade level.

English to Speakers of Other Languages (ESOL) techniques and this writer's teaching strategies were implemented in order to improve these students' language proficiency. The program utilized short stories, individual and group instruction, peer tutoring, flashcards, posters, textbooks with pictures, tape recordings, television viewing, language masters, and language experience charts to accomplish its goal and objectives.

The students were tested every week on the materials covered. At the end of the program they took the same pretest as a posttest. They scored higher. The results indicated a great improvement in English language proficiency. It was concluded that utilization of the program was useful to raise the reading comprehension level of the students in the writer's classroom. Appendices include sample assignments and activities, pre/posttest, and tables include pre/posttest results during the implementation of the practicum.

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CHAPTER I

INTRODUCTION

Description of Community and Writer's Work Setting and Role

This practicum was conducted in the writer's work setting which is a public elementary school located in a large metropolitan city in the southeast section of the United States. The school is located in a low socioeconomic neighborhood. It had a student population of 1,300 and a staff of 70 teachers. The teachers and student population represented Black, White, Hispanic, and Haitian backgrounds, with the majority of the students being Haitian.

Many of the Haitian students were children who came to the United States with their parents seeking political asylum. This community is in a quiet residential neighborhood of families living in single unit houses, apartments, condominiums, and projects. It used to be a predominantly White neighborhood. Now a breakdown of this community's ethnic diversity is 62 percent Haitian, 18 percent Hispanic, 11 percent Black American, and 9 percent Caucasian.

The school provides an English For Speakers of Other Languages (ESOL) program to help non-English speaking students learn English quickly so they can be

mainstreamed into the regular classroom situation as soon as possible. There were three ESOL teachers at this work setting. The writer was one of them and also the chairman of the school's bilingual education department.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem in this writer's class dealt with a target group of 20 third-grade ESOL students, 15 Haitians and 5 Hispanics, who had not met the program goal which is to enable students who speak little or no English to obtain proficiency in language skills and understanding in order to participate in the regular school program within a 3-year period according to the child's age and ability.

Problem Documentation

These students were still at a nonindependent ESOL level (Levels 1 and 2) which means they had little understanding and often had to use a translator. Previous low grades, low scores in ESOL placement interviews and Stanford Achievement Reading tests, and observations indicate that the students were not able to either master a basic vocabulary or demonstrate language comprehension.

Causative Analysis

The causes of the problem were as follows:

1. The parents of these children are aliens who speak no English and have little formal education.

2. The parents cannot help the children at home with their homework.

3. There is a lack of parent supervision at home.

4. Students fail to participate in class activities.

The following table contains the hard data to prove the student's nonindependent ESOL levels. The questionnaires used for the oral test are included in the Dade County Public School Oral Language Proficiency Scale. The questionnaires used for the written test are included in Appendix A.

Table 1

Students' Latest ESOL Test Scores, Grades, Stanford Achievement Reading Percentiles, ESOL Levels, and Teacher's Observations

No. of Students	Oral Test Score	Written Test Score - Out of 100 Total	Grade	ESOL Level	SAT Reading %ile
3	5 pts.	50	F	1	08
5	9 pts.	46	F	2	14
2	6 pts.	44	F	2	09
6	8 pts.	42	F	2	12
4	7 pts.	40	F	2	07

The teacher observed the following:

1. The students failed to participate in class activities.

2. The students failed to complete the required assignments.

3. The students failed to turn in homework everyday.

4. There is a lack of parent supervision at home.

5. The parents do not speak English, have little formal education, and therefore, cannot help the children at home with their homework.

Relationship of the Problem to the Literature

Other professionals have written about the causes of this problem, such as:

1. Children's lack of supervision at home. In reviewing the results of a survey conducted by Charles (1991), in the community where the writer's work setting is located, the writer found out that the children go home after school and find no one to help them with their homework. Their parents are still at work and these poor children are left unsupervised for a long period of time. Because of the parents' lack of supervision at home, students are not encouraged to do and turn in homework (Charles, 1991).

2. Poor single parents' lack of time. According to Charles (1991), single parents living in a low socioeconomic neighborhood do not have time to help their children with their school work because they have to go to work to earn money to support their family.

3. Students' low self-esteem and lack of interest in school. Hakuta (1986) conducted a study on bilingual students' poor behavior and performance in the classroom. The author believes that in teaching the bilingual students one should take into consideration what they bring with them in terms of language, educational academic background, and culture. It is a problem for them not to know their native language and their culture well. This problem lowers their self-esteem and impairs their ability to learn a second language. The better one knows one's native language, the better and the faster one learns a foreign language (Hakuta, 1986).

4. Parents' inability to read and write their native language and to speak, read, and write English. A Haitian author, Rincher (1990), conducted a study on Haitian refugees living in Miami. In this study, the author states that many of the refugees are peasants who were living in the rural areas in Haiti and did not have the chance to get an elementary education due to lack of money and lack of public schools in those areas.

Historically, the Haitian peasants who live in the remote mountainous areas of Haiti have always been neglected by many Haitian governments since the country's creation. There are no public or private schools in those areas, and the peasants cannot afford to go or to send their children to school in the city. Very few peasants have the economic possibilities to do so.

According to the author, one must consider the economic and political realities of these Haitian students' parents to understand the causes of this problem. Their linguistic question is closely related to their country's history and their political, economical, and cultural situations (Rincher, 1990).

Since these students' parents do not speak English and have no formal education, the students have no help at home to learn English, to understand and complete homework and classroom assignments. Therefore, one can explain why these students do not progress in their English language acquisition.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the program was that third-grade Haitian and Hispanic ESOL students would increase their language proficiency.

Expected Outcomes

The following outcomes were projected for this practicum:

1. The students will master the Dolch word list with 80 percent accuracy.

2. The students will master the 95 nouns with 80 percent accuracy.

3. The students will write their own stories and will read them with 80 percent accuracy.

4. The students will move to a language proficiency of three as measured by the Dade County Oral Language Proficiency Scale pretest/posttest (Dade County School Board, 1978).

Measurement of Outcomes

The writer used a teacher-made pretest/posttest (Appendix A), the Dade County Oral Language Proficiency Scale, along with testing at the end of every week and a

midterm exam at the end of the sixth week to evaluate the students' performance.

The writer's test was a written test. It contained 100 questions. There were 10 questions covering word recognition; 10 covering vocabulary; 10 covering the parts of speech; 10 on the parts of the body; 20 on the numbers; 10 about the colors learned; 10 on the prepositions in, on, at; 10 on the present progressive tense; and 10 on foods. Each question was worth one point. Its administration time was 45 minutes.

The Dade County Oral Language Proficiency Scale is an oral test which contains 43 questions. It took 25 minutes for its administration. It tested comprehension, grammar, vocabulary, and pronunciation. Each student was tested individually.

The writer utilized the Dade County Oral Language Proficiency Scale because it is a mandatory test that the Dade County School Board require all ESOL teachers to use to assess the student's ability to produce standard grammatical and phonological features when speaking English. However, the writer realized that the Dade County's oral test was not appropriate to assess his students' ability to write English and to comprehend standard grammatical and phonological features when reading.

Since the writer could not find any available commercial English reading comprehension test which was appropriate to measure his limited English proficient Haitian and Hispanic students, he had no other alternative but to make the English pre/posttests from the textbooks recommended by the Dade County School Board. The tests were valid because they measured only what they intended to measure. They measured the class progress and determined any deficiencies that needed to be remediated. They were reliable because all the materials that the students needed to know in order to complete ESOL level 3 were included in them.

Both the Dade County Oral test and the writer's test were given to the students at the beginning and at the end of the program. Both were used as pretests to determine the students' exact ESOl level at the beginning of the practicum implementation. Both were given as posttests at the end of the practicum to evaluate the students' total progress.

The internal structure, the specific details of the program, will be discussed in Chapter IV of this practicum, "Solution Strategy."

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem in this writer's class dealt with 20 third-grade ESOL students, 15 Haitians and 5 Hispanics, who had not yet acquired the language proficiency to function in the regular classroom after being in the program for 3 years. They were now in ESOL Levels 1 and 2 and were reading at a first-grade level.

In the literature review, the writer has touched the domain of language acquisition, various methods used in modern language teaching, and instructional approaches in basic skill. The writer gleaned useful information and various possible solutions from the following:

1. Castellanos (1987) focuses on the origins of bilingual education in the United States and the first methods used to teach the bilingual student. According to Castellanos, a historian, bilingual education in the full acceptation of the word, is an educational program in which two languages are mediums of instruction. The teaching of English is a necessary part of it. Bilingualism and bilingual education are not new to the American people. It traces its United States' roots to the colonial era. By the late 17th century, there were

about 18 different tongues spoken in the United States by European ethnic groups, not to mention the scores spoken by Indian tribes. Despite some attempts by the government to impose English instruction, the new immigrants fought vigorously to preserve their native languages and customs. They naturally preferred to teach their children in their own languages. By the 19th century, bilingual education was given much more consideration by the United States government. Certainly before the 1880s, Castellanos (1987) said, "the locally controlled structure of American public education allowed immigrant groups to incorporate linguistic and cultural traditions into the schools" (p. 21).

As time went by, the number of limited English proficient immigrants continued to increase and the need for bilingual programs also increased. In 1968, President Johnson signed the Bilingual Education Act into law and changes began to take place in the American schools. The bilingual program, according to the law, is transitional. It means that in the program the native language of the student is used as an interim instrument to incorporate students in regular classrooms. With the creation of the Bilingual Act, schools in the United States became both one-way schools and two-way schools. One-way schools mean that the child's native language is

used to bridge the gap until proficiency in English is established; whereas, two-way schools mean that instruction is done in both languages.

2. Hakuta (1986) focuses on the two-way schools and the communicative approach. According to Hakuta (1986), the administrators of some American schools have created a maintenance bilingual education program to enable both English speaking and Spanish speaking students to operate effectively in two languages and two cultures. For example, the "Coral Way Experience" was a maintenance program in which the students learned reading and subject matter in both their native language and English. English speaking students also received instruction in reading and the content areas in Spanish. Both groups performed successfully in English reading and Spanish reading.

3. Doggett (1986) found that there are eight language teaching methods in practice today. These methods are the Grammar Translation Method, the Direct Method, the Audio-Lingual Method, the Silent Way, Suggestopedia, Community Language Learning, the Total Physical Response Method, and the Communicative Approach. The Grammar Translation Method focuses on developing students' appreciation of the target language's literature as well as teaching the language. The Direct

Method allows students to perceive meaning directly through the target language because no translation is allowed. Visual aids and pantomime are used to clarify the meaning of vocabulary items and concepts. In the Audio-Lingual Method, the learner repeats patterns until able to produce them spontaneously. In the Silent Way Method, students must develop their own inner criteria for correctness. Teachers set up situations, and students do most of the talking and interacting. The Suggestopedia Method seeks to help learners eliminate psychological barriers to learning. In Community Language Learning, students choose what they want to learn to say in the target language. The Total Physical Response Method stresses on listening comprehension, then moves to speaking, reading, and writing. The Communicative Approach emphasizes the need to teach communicative competence as opposed to linguistic competence. Some of these approaches require the use of individualized instruction, group instruction, peer tutoring, and language experience charts.

4. Dixon, Parr, and Baca (cited in Richards & Rodgers, 1986) conducted a study to compare the individualized instruction versus group instruction in the bilingual program. In this study, students were randomly assigned to either an individualized class or a

group instructed class. The teacher in the individualized class was trained in Gusazk's method of teaching involving listening, speaking, reading, and writing. Both groups used the same materials but were presented on either an individual basis or group basis. Pretest and posttest were given to both groups at the beginning and end of the school year. The test results indicated that there was no difference found between the mean score of either group on any of the dependent variables.

5. Anderson and Berger (cited in Richards and Rodgers, 1986) also conducted a study by using peer tutoring in teaching the bilingual students. In this study, they put four English speaking students to work during 80 minutes per week with four bilingual students for a period of 2 months teaching verbs, adjectives, and plurals using the scientific method which deals with classroom drills, rote learning, and repetition. The study concluded that peer teaching was successful due to the immediate feedback, attention, and praise provided by the peer tutors.

6. Other researchers, such as Borlem, Wisendangir, and Lamb (1986) have used the method of language experience charts which focuses on the students' own language facility. This approach brings together all

aspects of the communication process into a unified curriculum. In this approach, the student creates a story guided by the teacher in which the student's words are written down.

7. Cummins (1987) explains and recommends the Total Physical Response Method which stresses listening comprehension, then moves to speaking, reading, and writing.

8. Krashen and Terrell (1977) in their Natural Approach believe that the level at which the language is taught is an important aspect of language assimilation. The teacher must remain at the student's level of comprehension and use the target language in natural communicative situations. If the teacher goes to a level higher than the one the student can handle, the student will lose interest. This Natural Approach is recommended to use with beginning ESOL students. It requires that the teacher use experiences that occur in daily life and interesting activities that are relevant to the student's environment.

9. In the Audio-Lingual Method, as Doggett (1986) explained, the learner repeats patterns until able to produce them spontaneously.

10. The Grammar Translation Method, studied by Doggett (1986), focuses on developing students'

appreciation of the target language's literature as well as teaching the language.

11. Charles (1991) recommends the use of the Communicative Approach in teaching English not only to Haitian students but to all bilingual students. This approach emphasizes the need to teach communicative competence as opposed to linguistic competence.

Another strategy used in the instruction of the bilingual child is the use of the Assessment Management Approach. Such a study was also conducted by Anderson and Berger (cited by Richards and Rodgers, 1986). In this approach, the students learn at their own rate in English and instruction is based on diagnostic information. It consists of key-coded instructional references, teacher-directed activities, student prescriptions, and additional instructional materials. It is a two-fold bilingual program facilitating skill in English development while maintaining academic skills in their native language. In actual teaching, attention is given to the linguistic approach or recurring sounds, letter correspondence, and spelling patterns.

During the search process, some ideas, such as using field trips in the students' environment, language experience stories, songs, and games, came to the writer's mind. While reviewing various approaches that

have been implemented to produce proficiency in the English language, the writer realized that some of these approaches, such as individualized instruction, group instruction, peer tutoring, language experience charts, and the assessment management approach, when viewed on a broader range, can be incorporated into three basic methods. They are the Scientific Method, the Traditional Method, and the Direct Method. The Scientific Method deals with classroom drills, rote learning, and repetition. The Traditional Method stresses reading and writing above other skills; and the Direct Method facilitates the use of field trips, story telling, songs, and games.

Evaluating Solutions

After reviewing the entire research, the writer found out that there is not a single right way to teach languages. The teaching techniques, such as the individual and group instruction, have been both proven effective by Dixon, Parr, and Baca (cited in Richards and Rodgers, 1986). They are very good techniques. Peer tutoring, as researched by Anderson and Berger (1991), is also very effective. The writer appreciated the use of immediate feedback, praise, and attention that the tutors provided. In using the tutors, the Haitian and Hispanic

students acquired friends and became more involved in the class feeling secure in relationships. The use of the tutors enabled them to make new friends and participate in the regular classroom procedures without fear or condemnation. Along with tutoring, the language experience approach as researched by Borlem, Wisendangir and Lamb (1986), provided the students with a feeling of self-esteem and pride in that they could see that reading was only their words written down. As the students learned to read their own stories, that provided them with a confidence in themselves and their ability to tackle new stories created by their peers. Individualized instruction created a rapport with student and teacher that was advantageous to both; while group instruction provided the child with an opportunity to hear and respond to the opinions and statements of the other children. The writer realized that the assessment management strategy could not be used due to the students' limited English, the limited amount of time available, and the large amount of materials needed.

Description of Selected Solution

The writer decided to incorporate all three methods of instruction, such as the Scientific, the Traditional, and the Direct. The writer utilized individual and group

instruction, language experience charts, peer tutoring, limited reading and writing experiences, along with a field trip to a grocery store in the neighborhood.

The writer thought these approaches would work because all three methods of instruction have been proven effective by researchers. The writer provided for the use of magazines, television, tape recorders, cameras, and language masters. In addition, one Haitian student in ESOL Level 4, and one Hispanic student in ESOL Level 4, who speak English fluently worked along with the teacher to provide the bridge in oral vocabulary and language development.

By using all three methods, instruction centered around the students and their needs, thus involving them in the goal of achieving a Level 3 in language proficiency. Also, utilization of each method provided vast opportunities and experiences that were enjoyable to the students and encouraged their wanting to learn English and created a positive attitude in the learning process. The language experience charts approach was not feasible at the beginning for the writer's target group due to the students' limited vocabulary and inadequate linguistic skills, but was introduced around the sixth week of implementation of the practicum as the students became more proficient in English.

The writer found that the solution strategy was easy to implement since all necessary materials were provided by the school with no cost to the writer. The choice was practical in that it brought about students' participation and involvement, new activities, and experiences, opportunities to explore the school and community through field trips, and made learning enjoyable for the students and the teacher. In this type of learning situation, the children were able to progress at their own rate of speed and were not held back or pushed ahead by the varying abilities of the others.

It was the writer's responsibility to determine whether the students were mastering the material being taught and take appropriate action if mastery was not being achieved. By using lesson plans and by observing the children's performance on all activities, the writer was able to recognize either that the children were performing adequately or that they needed additional work on a particular objective. The writer evaluated by giving a pretest, weekly tests, a midterm test, and posttest to the students. The writer accomplished the objectives by breaking them down and creating a time line by weeks, so that each objective was taught, tested, retaught, and retested by the end of the 3-month implementation period. The following section is a

description of the objectives and activities that the writer followed during the implementation of the practicum.

Report of Action Taken

The writer began the practicum implementation by administering the Dade County Oral Proficiency Scale to each of the 20 students in the target group to determine everyone's appropriate English language proficiency level. Afterward, the students were given the pretest (Appendix A) to determine their reading comprehension level in English. As soon as the results were obtained, and the levels were determined, instruction began. Each class session lasted 2 hours every day. The students did conversation practice every morning from 9:00 to 9:30 a.m. Instruction on reading comprehension was provided for the target group during one hour from 9:30 to 10:30 a.m. The students did written exercises from 10:30 to 11:00. The objectives were filtered into instruction within a 12-week period and a schedule of activities was developed and followed throughout the program (Appendix C).

During the first week, the students met with the writer and were divided in three groups after taking the tests mentioned earlier. Each tutor had a group of five,

and the writer worked with the other 10 students who made the lowest scores on the pretest. The instruction began with the introduction of the Dolch word list of 110 words (Appendix D). The writer and the tutors studied the words with the students in providing the pronunciation, the spelling, the Creole and Spanish translations of each word presented in English. There were group oral drills, and individual drills. Individual and group instruction were advantageous to both the teacher and the student. Individual instruction created a good rapport with the student and the teacher. Group instruction provided the student with an opportunity to hear and respond to the opinions and statements of the other students.

Magazines, newspapers, and flashcards were provided for the target group by the writer. Pictures illustrating each noun learned were placed on a large bulletin board. Each student was encouraged to find a noun and to paste it under the corresponding picture. Then with the help of the tutors and the teacher, short sentences were created using the words. Students learned that to form a sentence one needs a subject, a verb, and a predicate. Flashcards were used throughout the week to reinforce the nouns. Dolch words and worksheets to practice sentence formation were provided for homework (Appendix E). A total of 10 words were studied during

each class period and a 10-minute spelling quiz was given to the students at the beginning of each class. By the end of the week, the students were tested on the Dolch words, nouns, adjectives, and verbs learned during the whole week.

The second week began with an oral review of the previous week's work. The tests were returned and discussed individually. Afterward, words for colors, the numbers, foods, and the part of the body were introduced to the students. This was accomplished through utilization of flashcards with pictures illustrating the nouns. The verb to be was taught along with some nouns and some adjectives. For example, short sentences were used, such as "The paper is white," stressing the noun paper, the verb is, and the adjective white. The pictures were placed on the bulletin board with an English sentence written below. The students practiced reading the sentences. There was choral reading and individual reading. The same procedure was done separately by each group with its tutor. After reading the sentences, the students were asked to answer oral questions in English. An example was: "What color is the paper?" The students answered: "The paper is white." To test comprehension, a Haitian student was asked in Creole to question another student in English.

A Hispanic student was also asked in Spanish to question another student in English. After answering the questions orally, ditto worksheets were distributed to the students. They wrote down the answers to the questions regarding the sentences they have read (Appendix E). They continued to do exercises like this throughout the week. Words for parts of the body and the colors were assigned for homework (Appendix E). At the end of the week, the students were tested only on the Dolch words, the colors, and the parts of the body.

At the beginning of the third week, the writer returned the tests to the students. A general review was done and individual errors were discussed. Then the writer continued the lesson about sentence formation and structure. This was done in context through the teaching of the types of fruits and food which were brought to class by the writer. Each fruit or food was discussed, labeled, and eaten.

Students were taught that adjectives are descriptive words and were provided with opportunities to use that information. Through use of flashcards, pictures were identified and developed into sentences by adding adjectives.

Each student had the chance to build on the sentence of the other. One student started with identifying the

picture: "This is a pear." The next student added an adjective: "This is a big pear" and continued until each student had the opportunity to enlarge the sentence. Sentences were written down on tag board and were copied by each student. When they finished, they practiced reading and writing the sentences, identifying verbs, nouns, and adjectives. Homework was assigned for each student to read in English the sentences learned in class to someone in their home who understands English or a friend. Verbs and nouns were stressed and underlined in the class assignments.

One day of this week, the students went on a field trip to a nearby grocery store (Appendix F). Each student was asked to make a list of food that was appropriate for one meal. The lists were discussed in class and instructions were given on what they would do inside the store. Once in the store, the students located all the items on their grocery lists and priced each item. After locating and pricing the items, the peer tutors initialed the lists. Any foods unfamiliar to them were listed and their names were provided by the tutors or the writer. Each student was able to buy one fruit to be eaten back at school. The foods that were foreign to them were looked up in the dictionary and discussed. The following day, worksheets were provided

by the writer as classwork (Appendix E). By the end of the week, the students were tested on words for foods, fruits, and the numbers.

By the fourth week, the students' vocabulary increased and their comprehension improved. They were able to participate actively in class discussion and activities. The tests they took at the end of the third week were returned to them, and each student was allowed by the writer to correct another student's test paper. This was done to test each student's comprehension. The students also learned to identify and correct other students' errors. More Dolch words were taught through flashcards (Appendix D) along with the help of the tutors. However, the tutors provided translations in Creole and in Spanish only when it was absolutely necessary. Flashcards with colored pictures were used to illustrate verbs with suffixes, such as ing and ed. Nouns were written on labels and placed on the corresponding objects around the room. The words were written by the students and practiced in sentences. Two sentences from each student were taken and written on sentence strips. The strips were placed on the board and the students were asked to read them aloud. The students continued to practice forming oral and written sentences by the use of adjectives. Each student tried to create a

longer sentence and retain that sentence. It became a sort of game, each student trying to outdo the other. At the end of the week a test covering previous taught verbs, nouns, and adjectives was given to the students as a review.

During the fifth week of implementation, the writer started using short stories and songs taken from the Lado English Series Book 1. A textbook and a workbook were provided to each student. As it is said in the Grammar Translation Method, the students were presented with English reading passages and answered questions that followed. They also started using the listening station during 30 minutes every class period. Each student was provided a headphone to listen to recorded survival expressions commonly used by Americans in daily conversations. There were two speakers in the tape recordings. The first one, a native Haitian, pronounced the expression in Creole; the second one, a native American, pronounced the same expression in English. A Spanish-English tape recording also used by the Hispanic students. The book, English Without Worries and Tears, containing the expressions in Creole, English, and Spanish, were issued to each student. The students were able to read and pronounce aloud the expressions that they heard. This was a good exercise to improve their

reading comprehension, their listening comprehension, and their pronunciation (Appendix D).

The writer and also the tutors read a short story on page 25 of the Lado book to the students. Then for reading and pronunciation practice, there were choral and individual reading. The questions that followed were answered by the students orally and in writing (Appendix E). At the end of the week, a test on everything covered during the week was given to the students.

During the sixth week, the students studied new vocabulary words taken from stories read in the Lado text book. In using the stories, the new words were introduced, discussed, and written four times. Each story was read aloud by each student. Then, all students wrote down the answers to the questions about the story. All nouns in the story were identified and discussed by each group. The students also made a list of any Dolch words within the story and a ditto was provided for reinforcement (Appendix E). The students were inspired from the stories read to start writing their own stories. They chose to write about their school, their friends, or their families. The stories were illustrated. The students took a midterm progress test on the materials covered during the 6-week period. During that week on

April 23, the principal of the school visited the class and observed it for 30 minutes.

At the onset of the seventh week, the tests were returned corrected and graded to the students. Immediate feedback was provided, and individual conferences were set up with each student to discuss the results of the tests.

At this time, students who demonstrated low achievement were given additional work, and time was allotted with their peer tutors for reinforcement. Continued reinforcement was supplied by the writer on verbs, nouns, adjectives, and the Dolch words. Pictures were constantly placed on the bulletin board, and the students were asked to read all the words they had learned so far, including those of the Dolch words list. New concepts were introduced during the week, such as the correct use of the prepositions in, on, at, and the present progressive tense. Students were taught that the preposition in is used for city, nation, continent, or area. An example was: "She lives in this house." On is used for street, floor, or surface. Example: "They live on the second floor." At is used for a specific address, a location, or when telling time. Examples: (a) "They are at the information desk";

(b) "The train leaves at 10:00 o'clock"; and (c) "They live at 5612 Park Street."

Students continued to do classwork and homework throughout the week using prepositional phrases of place, in, on, at, and the present progressive tense. They worked in their workbooks (Appendix D). They also continued to work on the writing of their stories. A quiz on the prepositions in, on, at was given to them at the end of the week.

During the eighth week, students practiced more on the use of the present progressive tense which was introduced in the seventh week. They studied it in context by reading selections in their textbooks and by answering the questions that followed the selections (Appendix D). The students were informed that one needs the present tense of the verb to be and the present participle of the main verb to form the present progressive. One gets the present participle of a verb by adding ing to the infinitive form of the verb. They learned that one uses the present progressive to indicate what one is doing at the present or what one is about to do. The students practiced changing sentences from simple present tense to present progressive tense. They did it both orally and in writing. An example was: "The student reads the book" to be changed to: "The student

is reading the book" (Appendix E). Homework was given on the use of the present progressive tense (Appendix E) and they continued to work on their stories. They took a quiz on the present progressive tense at the end of the week.

During the ninth week of the practicum implementation, students were provided time to choose easy readers from the class library to read for pleasure. They continued to use the listening station for 30 minutes every class period. They listened to recorded survival expressions on the parts of the body, the numbers, the verb to be, and the colors (Appendix D). At times, students took turns to use either the language masters or the recordings for listening and pronunciation practice.

During the 10th week, the writer and the tutors started reviewing all the materials taught during the implementation period. The students practiced reading and singing a song from the Lado Book 1 entitled: "This Land is Your Land." After enjoying it, the teacher changed the key words and helped the students write a new song about their town, their classroom, or their school. Each student worked with a partner to make the substitutions, and then they shared their new songs with the class. They illustrated the new song (Appendix D).

During that week two unexpected events occurred. On May 17, a community leader visited the class and talked to the students about self-esteem. On May 18, the class went on a second field trip to Miami Dade Community College to participate in the Haitian flag day celebration. Two of the students participated in a story and poetry reading contest. One of them won a trophy for the story of the creation of the Haitian flag which the writer helped him write. When the class returned to the school, the principal commended the students and the writer for a job well done. The writer was very satisfied with the results he has obtained, and felt very proud of the students and of himself.

During the 11th week, the writer and the tutors continued to review the materials covered. The students continued to write their stories. By the end of the week, all stories were completed and illustrated by the students. Each student shared his or her stories with the class.

During the 12th week, the students continued to review the materials with the writer and the tutors for the final exam. The students were administered the Dade County Oral Language Proficiency Scale again to determine their improvements in aural comprehension, grammar, vocabulary, and pronunciation. They also took the

written posttest (Appendix A) prepared by the writer to determine their improvement in English reading comprehension, grammar, and vocabulary.

The writer and the tutors enjoyed working with the students whose attendance was excellent during the entire implementation of the program. The students also liked it very much because they benefitted a great deal from it.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem in the writer's class dealt with 20 third-grade ESOL students, 15 Haitians, and 5 Hispanics who did not have the language proficiency to function in the regular classroom. At the beginning of the program these students were in ESOL levels 1 and 2 and were reading at a first-grade level.

In his role as an ESOL teacher and chairman of the school's bilingual education department, the writer realized that the problem urgently needed a solution. Therefore, the writer instituted an intensive 12-week course of study in the ESOL program for his 20 students in the hope that their situation would be improved. Since it was obvious that a workable solution was needed, this practicum project was initiated in order to raise the students' current ESOL levels (see Appendix B for description of ESOL levels).

The goal of this program was to enable the students who were functioning at ESOL levels 1 and 2 to obtain proficiency in speaking English, in reading comprehension, and in writing skills in order to function without any difficulty in the regular classroom. The

teacher utilized a combination of all three methods of instruction, such as the scientific, the traditional, and the direct, to rectify the problem. These three methods include individualized instruction, group instruction, peer tutoring, and language experience charts. By using all three methods, instruction centered around the students and their needs, thus involving them in the goal of achieving a level 3 in language proficiency. To accomplish the program's goals and objectives, the teacher also used television viewing, magazines, newspapers, tape recordings, weekly teacher-made tests, Dade County's oral pre/posttest, reading and writing experiences, along with two field trips--one to a grocery store in the neighborhood and the other one to Miami Dade Community College.

The achievement of the program's goals and objectives brought all the 20 students from ESOL level 1 or 2 to ESOL level 3. The following outcomes which were projected for this practicum were satisfactory:

Outcome 1

The students will master the Dolch word list with 80 percent accuracy.

With lots of pronunciation practice and utilization of the words in context, the students were able to master

the Dolch words and use them with 80 percent accuracy in both oral and written sentences during the 12 weeks of implementation of the practicum.

Outcome 2

The students will master the 95 nouns with 80 percent accuracy.

With lots of pronunciation, reading, and writing practice, the students were able to use the 95 nouns with 80 percent accuracy in both oral and written sentences during the entire implementation of the practicum.

Outcome 3

The students will write their own stories and will read them with 80 percent accuracy.

With lots of writing practice and help from the teacher, each student was able to use the words learned to write 10 stories. Each student was able to read his or her stories with 80 percent accuracy.

Outcome 4

The students will move to a language proficiency of 3 as measured by the Dade County Oral Language Proficiency Scale pretest/posttest.

With lots of reading and conversation practice, all the students have improved considerably their reading

comprehension and their language proficiency. Their raw scores on the Oral Language Proficiency Scale indicated that they have moved to ESOL level 3.

In general, evaluation was affected by testing. More specifically, evaluation was achieved by the following criteria:

The students were given the Dade County oral test and the writer's test as pre/posttests at the beginning and at the end of the program. The Dade County oral test measured the student's level of fluency in English, whereas the writer's test measured the student's comprehension at a rate of 60 percent.

Weekly tests and quizzes were also given to the students the last day of every week, along with a midterm exam at the end of the sixth week. All tests were corrected, graded, reviewed by the writer, and returned to the students. Through the use of immediate feedback and evaluation, students were informed of their progress, achievements, strengths, and weaknesses during the entire program. Thus, all final results were no surprise to the students.

At the end of the 12th week of implementation, the students were given both the oral posttest and the written posttest. The students' scores on both the pretests and the posttests were compared. Comparison of

the tests' results was for the purpose of indicating either a lack of improvement or evidence of acquired knowledge in English. In order to determine successful program results, a student was required to attain at least a 60 percent written posttest score and at least a score of 10 on the oral test. The comparison of both written pre/posttests disclosed the following information: the students' entry level knowledge of English was very low, with scores on the pretest of 40 percent to 50 percent; the students improved considerably with lots of practice, and all of them passed the posttest. The posttest scores were encouraging. The lowest score was 75 percent and the highest score was 95 percent.

The comparison of both oral pre/posttests disclosed the following information: the students' fluency levels at the beginning of the program were very low, with scores on the pretest of 5 points to 9 points; the students improved considerably with lots of conversation and reading practice; and all of them moved to ESOL level 3. The oral posttest scores were also encouraging. The lowest score was 10. All the 20 students met the criteria for passing the program successfully. Therefore, the program's results were excellent. Since the writer's pre/posttest measured a student's reading

comprehension at the rate of 60 percent, these 20 students have improved their reading comprehension by 60 percent.

The following table contains the students' posttests' scores and their new ESOL levels.

Table 2

Students' Oral Posttest Scores, Written Posttest Scores, Grades, and New ESOL Levels

No. of Students	Oral Test Score	Written Test Score out of 100 total	Grade	ESOL Level
5	10 pts.	95	A	3
5	11 pts.	90	A	3
4	12 pts.	75	C	3
6	13 pts.	86	B	3

Seeing the students' successful results, the writer can conclude that the outcomes were met. That meant a great deal to the writer who felt very proud of his students and of himself. However, if the outcomes were not met, or if some of the students did not achieve the program's goals and objectives, the writer would continue the lessons until all the students are able to pass the posttest successfully.

Discussion

How the writer felt about the whole experience. The writer felt very happy about the whole experience because all the outcomes projected for this practicum were met. This writer has never experienced such a great satisfaction during his entire teaching career. Every student in his class successfully passed the tests. That has never occurred before in any of his ESOL classes. That entire experience was unique to him. Therefore, he had all the reasons in the world to be happy, to feel very proud of his students and of himself.

The writer's opinions about why what he did worked. The students in this writer's class have produced successful results because the various teaching techniques used by the writer were enjoyable to them and stimulated them to learn. The students enjoyed the peer teaching technique. It was successful due to the immediate feedback, praise, and attention provided by the tutor. In using the tutor, the students acquired a friend and became more involved in the class feeling secure in relationships. It was that spark that enabled them to make many new friends and participate in the class without fear.

Along with peer tutoring, the language experience approach was fun for the students and encouraged them to

participate in the class activities. This approach provided the students with a feeling of self-esteem and pride in that they could see that reading was only their words written down. As the students learned to read their own stories, that provided them with a confidence in themselves and their ability to tackle new stories created by their peers.

Finally, the utilization of television viewings, tape recorders, and field trips was also fun for the students and helped them enhance their speaking and listening skills during the practicum implementation. The television viewings were used mainly for listening practice. The tape recorders were used for speaking and listening practice. The students could record their own conversations and listen to their voices later on. During the field trips, the students did a lot of conversation practice which helped them improve their language proficiency and enrich their vocabulary.

Recommendations

Those approaches and teaching techniques mentioned above were, in the writer's opinion, the factors that made the program a success. The writer would like to recommend mainly the following approaches to other colleagues:

1. Peer tutoring, which the ESOL student appreciates very much.

2. Language experience charts, which capitalize on the student's own language facility. This approach brings together all aspects of the communication process into a unified curriculum. In this approach, the student creates a story guided by the teacher in which the student's words are written down.

3. The utilization of television viewings, tape recorders, and field trips which are very helpful in the language learning process.

4. To offer some type of workshop in each school so that teachers could be trained to handle this problem should it occur in their classroom.

5. To use the writer's strategies as a supplement in reading, ESOL, the regular bilingual classes or even with a class of slow learners.

Dissemination

Since the program was so successful, the writer plans to continue using the same strategies with the group and other new students throughout the year. Because of the success of the program, the writer was happy to publicize his work in the following manner:

1. Met with other reading and ESOL teachers and administrators of the school to share program results and to recommend the use of his strategies as a supplement in their own classes. The other ESOL teachers were particularly impressed and showed great interest in the writer's strategies.

2. Placed a copy of the final report in the school library for fellow teachers to refer to.

3. Met with administrators of Dade County Region IV office to share program results and to consider wider utilization of the program.

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APPENDICES

APPENDIX A

WRITTEN ENGLISH PRE/POSTTEST

APPENDIX A

WRITTEN ENGLISH PRE/POSTTEST

A. Match the numerals with the corresponding words.

1.	31	thirteen
2.	25	thirty-nine
3.	28	twenty-five
4.	52	ninety-nine
5.	40	fifty-one
6.	33	seventy-five
7.	39	thirty-one
8.	13	eighty-eight
9.	20	twenty-eight
10.	60	sixty
11.	75	fifty-two
12.	55	sixty-six
13.	80	forty
14.	95	one hundred
15.	51	thirty-three
16.	66	fifty-five
17.	100	seventy-eight
18.	78	twenty
19.	88	ninety-five
20.	99	eight

APPENDIX A

B. Complete the sentences by giving the appropriate colors for the following items.

1. The coffee is _____.
2. The milk is _____.
3. The grapes are _____.
4. The lemon is _____.
5. The potatoes are _____.
6. The tomato is _____.
7. The paper is _____.
8. The bananas are _____.
9. The sky is _____.
10. The roses are _____.

C. Translate into Creole or Spanish the following parts of the body.

1. Head _____
2. Neck _____
3. Shoulder _____
4. Chest _____
5. Back _____
6. Arm _____
7. Stomach _____
8. Abdomen _____
9. Hand _____
10. Leg _____

APPENDIX A

D. Match the following names of foods with their proper meanings in Creole or Spanish.

1.	hamburger	poul	pollo
2.	coffee	pwason	pescado
3.	hot dog	kafe	cafe'
4.	bread	ze	huevo
5.	meat	te	te'
6.	egg	vyann	carne
7.	milk	ot dog	perro caliente
8.	tea	anbege	hamburguesa
9.	fish	pen	pluma
10.	chicken	let	leche

E. Fill in the blanks with the correct preposition: in, on, at.

1. John lives _____ New York.
2. The bus leaves _____ 10:00 o'clock.
3. Jack lives _____ this house.
4. Your pencils are _____ the table.
5. They work _____ 6620 N.E. 5th Ave.
6. The book is _____ the desk.
7. She sits _____ the table everyday.
8. The board is _____ the wall.
9. My school is _____ 66th Street.
10. There are 20 students _____ this class.

APPENDIX A

F. Change the following sentences to the present progressive.

1. The student reads the book.

2. She speaks English well.

3. The teacher opens the window.

4. He eats lunch at the restaurant.

Read the selection and answer the questions.

There is a big restaurant at the fair. There are students at the restaurant. They are Peter, Linda, Paul, Mary, and Jane. Peter, Linda, and Paul are sitting next to the window. Mary and Jane are sitting at a table behind the door. Paul and Linda are talking. Peter is not talking. He's looking at the waitress. He is waiting for a hamburger and a coke. Mary and Jane are eating ice cream.

Questions:

5. Where is the restaurant?

6. Who are Peter, Linda, Paul, Mary, and Jane?

7. What are they doing at the restaurant?

Circle T for true sentences and F for false sentences:

8. There are five students at the restaurant. T F

9. Linda is sitting next to Jane. T F

10. Paul and Linda are eating. T F

APPENDIX A

G. Read the following sentences to yourself. Listen carefully to the teacher who will tell you which word to underline in each sentence.

1. The cat can run.
2. Denise can play with the cat.
3. John and Jack are going to school.
4. It is here.
5. Jacqueline is here.
6. Can she play with the ball?
7. Can John play with it?
8. Jean can run to Jack.
9. The cat is in your bedroom.
10. This man works here.

H. Read each sentence. Then fill in the blanks with the correct word that goes into the sentence.

1. The boy _____ to eat.
   (likes, will, may)
2. My father _____ a kite for me.
   (laughs, makes, walks)
3. He _____ to the food store.
   (eats, has, goes)
4. The students _____ go home at 2:00 o'clock today. (will, work, thank)
5. There _____ seven students in the class.
   (is, are, am)

APPENDIX A

6. She is _____ her homework now.
   (liking, working, doing)

7. What _____ your name?
   (is, are, am)

8. I _____ from Haiti last night.
   (went, came, walked)

9. Do you _____ in class?
   (want, put, work)

10. They _____ very well.
    (sing, may, must)

I. Read the following sentences. Then circle the verbs, and underline the nouns.

1. That girl is pretty.

2. She walked to school yesterday.

3. I help my mother at home.

4. John eats fish everyday.

5. How many English books do you have?

Read the following sentences. Then circle the adverbs and underline the adjectives.

6. Where did you put your new pair of black shoes?

7. This big dog is brown and white.

8. She is a beautiful girl.

9. How old are you?

10. That student is too funny.

APPENDIX B

DESCRIPTION OF ESOL LEVELS

APPENDIX B

Description of ESOL Levels

Level 1

It is a level in which the learner has very little or no comprehension of English. It is also called a Non-Independent level, and the learner usually needs an interpreter.

Level II

It is a Mid-Intermediate level where the learner begins to understand vocabulary and spoken English.

Level III

It is an Intermediate level in which the learner is able to manage pretty easily in English without the help of an interpreter.

Level IV

It is a Mid-Independent level where the learner is able to express himself fluently, and comprehend spoken English. However, the learner needs more vocabulary and more practice with regard to the use of grammar.

Level V

It is an Independent level in which the learner exits the ESOL program after passing the Michigan Oral Language Proficiency Test.

APPENDIX C

SCHEDULE OF ACTIVITIES

APPENDIX C

SCHEDULE OF ACTIVITIES

Week 1

Objectives	Group Activities
Each class session will last two hours every day. 1. To introduce the Dolch words. 2. To teach how to form sentences. 3. The students will use the words learned to create short sentences.	Each group of students will practice pronunciating and spelling the words. The writer and tutors will also provide translations of the words into Creole and Spanish for the students. The students will use the words learned to create short sentences.

Week 2

Objectives	Group Activities
1. To introduce words for colors, numbers, foods, and parts of the body. 2. To study the present indicative tense of the verb "to be."	Students will be using flashcards and pictures to learn the words. Students will practice reading and writing short sentences formed with the verb to be, and words for parts of the body, the numbers, and the colors.

APPENDIX C

Week 3

Objectives	Group Activities
1. To continue the lesson on sentence formation and structure with words for fruits and foods.	Students will identify pictures and practice the words in sentences.
2. To define adjective and to teach how to use it in sentences.	Students will practice placing the adjectives properly in the sentences.

Week 4

Objectives	Group Activities
1. To introduce verbs with suffixes ing and ed.	Students will write their sentences using these verbs. Two sentences will be taken from each student and written on sentence strips. Then, they will read them aloud. Each students will try to create a longer sentence.
2. To give the students an opportunity to compete with each other in writing sentences.	

APPENDIX C

Week 5

Objectives	Group Activities
1. To introduce reading of short stories from the Lado English Series Book I.	Students will read the stories and answer the questions that follow.
2. To introduce listening practice.	Each student will practice listening to recorded survival expressions commonly used in daily conversations.
3. To review materials covered during the five weeks.	

Week 6

Objectives	Group Activities
1. To study new vocabulary words taken from stories read in the Lado text book.	Students will write the new words four times. Students will also make a list of any Dolch words within each story read. Students will be inspired from the stories read to write their own stories. They will choose to write about their school, their friends, or their families.
2. To help students start writing their own stories.	

APPENDIX C

Week 6

Activities (continued)

The stories will be illustrated. The students will take a midterm progress test on the materials covered during the six-week period.

Week 7

Objectives	Group Activities
1. To reinforce verbs, nouns, adjectives and the Dolch words learned.	Students will be using pictures and will read all the words they have learned so far. Students will form sentences using the prepositions in, on, at, and the present progressive form and will continue to work on the writing of their stories.
2. To introduce the prepositions in, on, at, and the present progressive form.	

APPENDIX C

Week 8

Objectives	Group Activities
1. To continue studying the prepositions in, on, at and the present progressive tense.	Students will practice using correctly the prepositions in, on, at in sentences. They will also practice changing sentences from simple present progressive tense. They will work on their stories.

Week 9

Objectives	Group Activities
1. To help students read independently. 2. To continue the listening practice.	Students will have time to choose easy readers from the class library to read for pleasure. Students will continue to use the listening station for 30 minutes every class period.

APPENDIX C

Week 10

Objectives	Group Activities
1. To help students learn song entitled, "This Land is Your Land."	Students will practice reading and singing the song. After enjoying it, the teacher will change the key words and help the students write a new song. Each student will work with a partner to make the substitutions, and then they will share their new songs with the class. They will illustrate the new song.
2. To help students write a new song about their town, their classroom, or their school.	

APPENDIX C

Week 11

Objectives	Group Activities
1. To help the students complete their stories.	Students will continue to write their stories throughout this week. By the end of the week, all stories will be completed and illustrated by the students. Each student will share his other stories with the class.

Week 12

Objectives	Group Activities
1. To review all the materials taught during the implementation period for the final exam.	Students will review the materials with the writer and the tutors. They will also take the posttest, which is the final exam.

APPENDIX D

SAMPLES OF MATERIALS

APPENDIX D

DOLCH'S BASIC SIGHT VOCABULARY OF 110 WORDS

a	go	jump	pretty	two
and	green	little	red	up
big	have	look	ride	want
blue	help	make	said	we
can	here	me	see	what
come	I	my	the	work
down	in	not	this	you
for	is	one	three	funny
it	play	to	ran	that
all	do	like	eat	new
who	am	white	are	fast
run	then	will	with	at
now	saw	they	too	away
find	on	say	she	walk
yellow	get	open	our	so
yes	black	good	out	some
was	but	he	please	stop
went	came	into	put	thank
where	did	laugh	wish	be
many	seven	under	sing	upon
found	his	may	how	must
your	brown	from	sit	us

APPENDIX D

Read the following selection and answer the questions.

The Taylor Family at Home

It is eight o'clock. The Taylor family is home. Mr. and Mrs. Taylor are in the kitchen. Mrs. Taylor is washing the dishes and Mr. Taylor is cleaning the table. Donald Taylor is in the bedroom. He is writing a science report and he is working hard. Janice Taylor is playing the piano in the living room. She is practicing a very difficult piece. Dennis Taylor is in the basement with a friend, Carol. They are playing cards and watching television. It's an interesting television show. They are having a good time. The Taylor family is always busy.

Questions:

1. Where is the Taylor family?
2. What are Mr. and Mrs. Taylor doing?
3. What is Donald writing?
4. Who is playing the piano?
5. Is she practicing an easy piece?
6. What are Dennis and Carol doing?
7. How is the television show?
8. Are they having a good time?
9. Where is Donald writing?
10. Is he working hard?

APPENDIX D

Survival Expressions Using Parts of the Body, Colors, and Numbers

1. Gran moun pa renmen cheve long.
   Old people do not like long hair.
   Las personas viejas no quieren el pelo largo.

2. Zanmin, Jan, gen je vet.
   My friend, John, has green eyes.
   Mi amigo, Juan, tiene ojos verdes.

3. Mwen foule je pye mwen.
   I hurt my ankle.
   Me lastime el tobillo.

4. Georges lave figi li chak jou.
   George washes his face every day.
   Jorge se lava la cara todos los dias.

5. Janm jak ap fel mal.
   Jack has a sore leg.
   A Jack le duele la piernu.

6. Konbe zorey nou genyen?
   How many ears do we have?
   Cuantas orejas tenemos?

7. Nou gen de zorey.
   We have two ears.
   Tenemos dos orejas.

8. Nou gen de men.
   We have two hands.
   Tenemos dos manos.

9. Nou gen senk dwet nan chak men.
   We have five fingers on each hand.
   Tenemos cinco dedos en cada mano.

10. Mwen vle fe cheve mwen.
    I would like to have a hair cut.
    Me quiero cortar el pelo.

11. Jan bwose dan li chak jou.
    John brushes his teeth every day.
    Juan se cepilla los dientes todos los dias.

APPENDIX D

12. Mari penyen tet li chak maten.
Marie combs her hair every morning.
Maria se peina cada manana.

13. Tet mwen ap fem mal.
I have a headache.
Me duele la cabeza.

14. Je mwen ap fem mal.
My eyes hurt.
Me duelen los ojos.

15. Jenou ou ap fe ou mal.
Your knees hurt.
Le duelen las rodillas.

16. Mwen bezwen on kostim ble.
I need a blue suit.
Necesito un traje azul.

17. M pral achete on kravat wouj.
I am going to buy a red tie.
Voy a comprar una corbata roja.

18. Ou bezwen on pe soulye nwa.
You need a pair of black shoes.
Necesita un par de zapatos negros.

19. Li pral lave de pantalon.
She is going to wash two pairs of pants.
Ella va a lavar dos pantalones.

20. L achte two chemiz ak kat kosaj.
She buys three shirts and four blouses.
Ella compra tres camisas y cuatro blusas.

21. L achte on jip mawon ye.
She bought a brown skirt yesterday.
Ella compro una camisa cafe ayer.

22. L achte on jipon blan.
She bought a white slip.
Ella compro un refajo blanco.

APPENDIX D

23. Rose achte on chapo vet.
Rose bought a green hat.
Rosa compro un sombrero verde.

24. Manman m gen on wob woz.
My Mother has a pink dress.
Mi mama tiene un vestido rosa.

25. Li gen on kosaj gri, tou.
She also has a gray blouse.
Ella tiene una blusa gris tambien.

26. Li pral achte on chanday wouj.
She is going to buy a red sweater.
Ella va a comprar un sweter rojo.

27. Li pral achte on wob nwa tou.
She is also going to buy a black dress.
Ella va a comprar un vestido negro tambien.

APPENDIX D

Fill in the blanks with the correct preposition: in, on, at.

1. I live _____ 29th Street.
2. The blackboard is _____ the wall.
3. John lives _____ New York.
4. The train leaves _____ 10:00 o'clock.
5. She lives _____ that house.
6. The books are _____ the desk.
7. We live _____ second floor.
8. They sit _____ the table everyday.
9. It is _____ 5612 Park Street.
10. The pencils are _____ the drawer.
11. We are _____ the information desk.
12. There are many stores _____ Fifth Avenue.
13. Do you take sugar _____ your coffee?
14. John walks _____ the room.
15. There are four chairs _____ this room.
16. He always sits _____ this seat.
17. There is a rug _____ the floor.
18. I write _____ my notebook.
19. We study the lesson _____ English.
20. My friend is _____ the airport.
21. John lives _____ New York.
22. Helen lives _____ Palm Avenue.
23. There are three books _____ the table.
24. The restaurant is _____ Main Street.
25. The car is _____ the garage.

APPENDIX D

Survival Expressions With the Use of the Present Tense of the Verb "to be."

Fraz Pozitiv	Affirmative Sentences
1. Mwen se yon gason.	1. I am a man.
2. Mwen se yon fanm.	2. I am a woman.
3. Ou se kouzen mwen.	3. You are my cousin.
4. Li se fre mwen.	4. He is my brother.
5. Li se se mwen.	5. She is my sister.
6. Nou rich.	6. We are rich.
7. Nou pov.	7. We are poor.
8. Nou kontan.	8. You are happy.
9. Nou tris.	9. You are sad.
10. Yo entelijan.	10. They are intelligent.
11. Yo sot.	11. They are stupid.

Frases Afirmativas

1. Soy un hombre.
2. Soy una mujer.
3. Eres mi primo.
4. El es mi hermano.
5. Ella es mi hermana.
6. Nosotros somos ricos.
7. Nosotros somos pobres.
8. Usted es feliz.
9. Usted esta triste.
10. Ellos son inteligentes.
11. Ellos son estupidos.

APPENDIX D

Fraz Negativ	Negative Sentences
1. Mwen pa rich.	1. I am not rich.
2. Ou pa pov.	2. You are not poor.
3. Jan pa knotan.	3. John is not happy.
4. Li pa kontan.	4. He is not happy.
5. Mari pa tris.	5. Mary is not sad.
6. Li pa tris.	6. She is not sad.
7. Nou pa travaye.	7. We are not laborious.
8. Nou pa parese.	8. We are not lazy.
9. Nou pa jenn.	9. You are not young.
10. Nou pa vye.	10. You are not old.
11. Yo pa bouke.	11. They are not tired.

Frases Negativas

1. No soy rico.
2. Usted no es pobre.
3. Juan no es feliz.
4. El no es feliz.
5. Maria no esta triste.
6. Ella no esta triste.
7. Nosotros no somos laboriosos.
8. Nosotros no somos perezosos.
9. Usted no es joven.
10. Usted no es viejo.
11. Ellos no estan cansados.

APPENDIX D

Song

"This Land is Your Land"

Words and music by Woody Guthrie

This land is your land,
This land is my land,
From California,
To the New York island;
From the redwood forest,
To the Gulf Stream waters;
This land was made for you and me.

APPENDIX D

Write a song.

This _____ is your _____.

This _____ is my _____.

From _____ to the _____.

From the _____.

To the _____.

This _____ was made for you and me.

Illustrate the song.

APPENDIX E

SAMPLES OF CLASS WORKSHEETS AND HOMEWORK

APPENDIX E

Reading Sentences on Colors

Read the following sentences and answer the questions. Write complete sentences.

The paper is white. The sky is blue. Sometimes the sky is light blue; sometimes the sky is dark blue. Sometimes in winter the sky is gray. The sun is yellow and red. The walls of the room are green. The curtains are yellow and purple. The chairs are brown. The flowers on the table are pink and blue. Mary's hair is black. John's hair is brown. Mr. Smith's hair is white.

Questions:

1. What color is the paper?
2. What color is the sky?
3. Is the sky always blue or is it sometimes gray?
4. Is the sky gray in summer or in winter?
5. What color are the walls of the room?
6. What color are the curtains?
7. What color are the chairs?
8. What color is Mary's hair?
9. Is John's hair brown or black?
10. What color is Mr. Smith's hair?
11. What color is the sun?
12. Is the sky light blue or dark blue today?
13. What color are the flowers?
14. Is the desk light brown or dark brown in color?

APPENDIX E

Tell the appropriate color of the following fruits.
Follow the example.

Apple	The apple is red.
Bananas	_____
Grapes	_____
Pear	_____
Orange	_____
Strawberries	_____
Pepper	_____
Carrots	_____
Potatoes	_____
Tomato	_____

Write the corresponding word for the following numerals.

0	_____
10	_____
20	_____
1	_____
11	_____
21	_____
2	_____
12	_____
22	_____
3	_____
13	_____
23	_____
4	_____
14	_____
24	_____

APPENDIX E

Write questions and answers by using the given words and pictures. Follow the model.

fish or meat?

Do you want fish or meat?
I want fish.

coffee or tea?

milk or cream?

rice or potatoes?

_____

_____

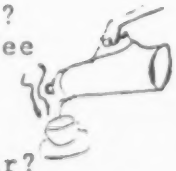
_____

_____

_____

_____

milk?
coffee



Do you want milk?
No thank you. I want coffee.

sugar?
cream

fish?
meat

_____

_____

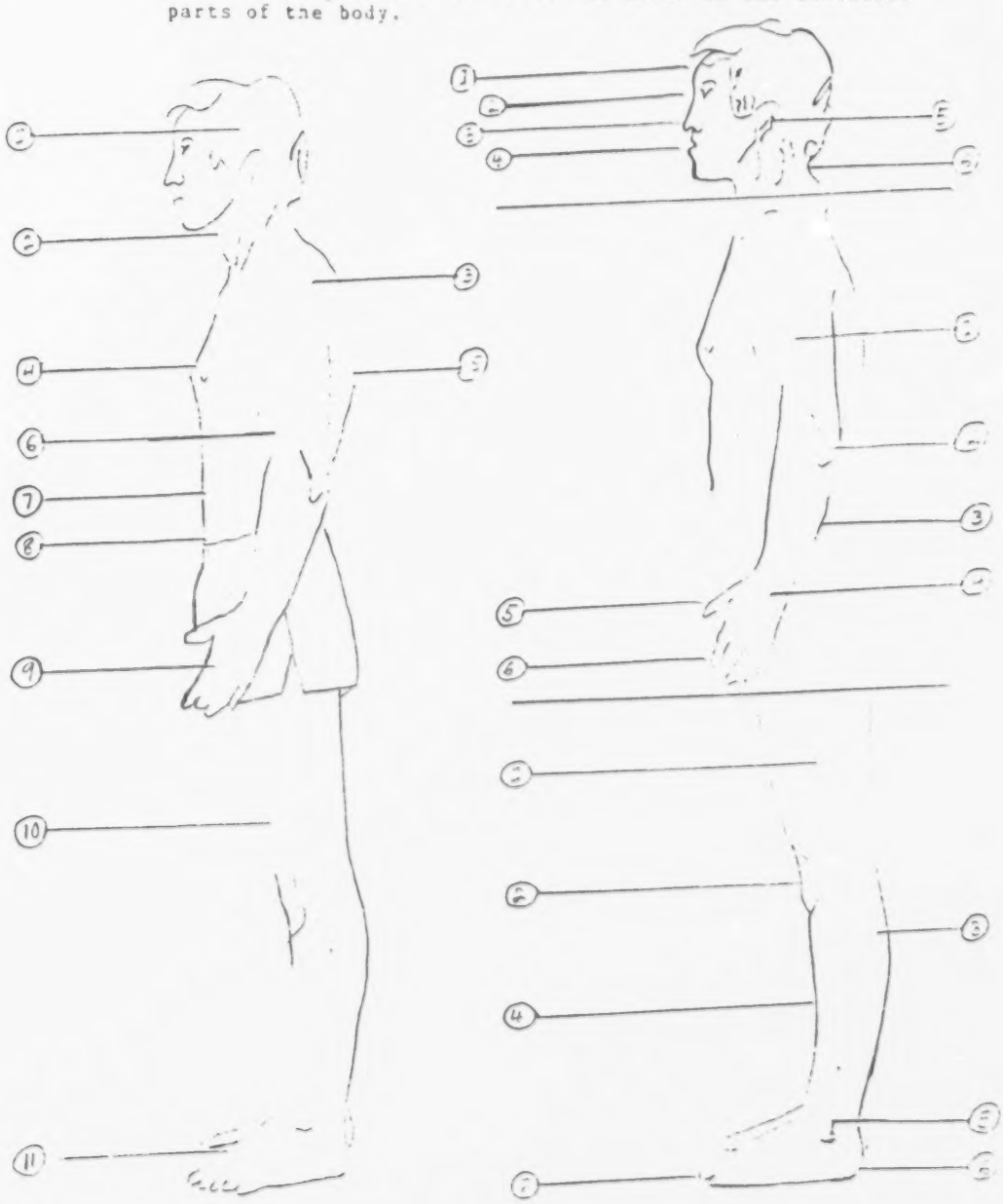
_____

_____

APPENDIX E

Vocabulary - Parts of the Body

Look at the pictures and write the names of the indicated parts of the body.



APPENDIX E

Read the following selection and answer the questions.

My Family in New York

This is my family. We are in New York now. My father is short, and my mother is tall. He is a mechanic. She is a nurse. They are happy. My sister and I are short. My cousin is tall. My parents are old, and we are young. My sister is a travel agent. She is happy. My cousin is a tourist. She is very happy. I am a student. I am unhappy. My father is Venezuelan, and my mother is Colombian. My cousin is Colombian, but my sister and I are American.

Questions:

1. Are they in Colombia or New York?
2. Is the mother tall or short?
3. Are the parents happy or sad?
4. Is the cousin a tourist or a travel agent?
5. Are the mother and father Venezuelan or Colombian?
6. Underline the Dolch words in the story.

APPENDIX E

Read the following story and answer the questions.

Wig Wags Sees a Mouse

One night, I was sleeping in my warm box. All at once, I heard a funny sound. I looked up and saw a funny thing. I jumped out of my bed. I ran and ran. I wanted my Pal. I looked for him. I pushed his door open with my nose. Pal was in his bed. I jumped on the bed. Here I am. Do you think that funny little thing will come up here?

Questions:

A. Circle the correct word or words.

1. Wig Wags hear a funny (box, sound, bed).
2. Wig Wags jumped out of his (door, night, bed).
3. Wig Wags looked for his (Pal, box, bed).
4. Wig Wags opened the door with his (tail, nose, box).
5. Wig Wags jumped into bed (with Pal, with the funny thing).
6. Underline the Dolch words in the story.

B. Think about these: Circle the correct word.

1. Wig Wags was (funny, afraid, pushed).
2. The funny thing was a (boy, toy, mouse).

APPENDIX E

Wig Wags Sees a Mouse (continued)

C. Words to Know: Write a little word you see and hear in each word below.

1. funny fun
2. sleeping _____
3. little _____
4. looked _____
5. jumped _____
6. box _____
7. ran _____
8. and _____
9. wanted _____
10. pushed _____

D. Main Idea: Check one sentence which tells the main idea in the story.

1. Pal and Wig Wags
2. What Wig Wags saw and did
3. A funny little thing

APPENDIX E

Change from simple present tense to present progressive form. Follow the example.

1. He studies hard. He is studying hard.
2. She reads the New York Times. _____
3. He works here. _____
4. He sits here. _____
5. He smokes a cigar. _____
6. He writes on the blackboard. _____
7. He speaks English. _____
8. Mary talks with him. _____
9. I study English. _____
10. They wait for her. _____

APPENDIX E

11. I walk to the store. _____

_____

12. John opens the door. _____

_____

13. I write in my notebook. _____

_____

14. They sit at the table. _____

_____

15. The student closes the window. _____

_____

16. We study the lesson. _____

_____

17. The girl looks at you. _____

_____

18. John picks up his pencil. _____

_____

19. I put the books on the table. _____

_____

20. The teacher reads the book. _____

_____

APPENDIX E

Dolch Words to Practice in Sentence Formation

Read the following words, then complete each sentence with the appropriate word.

Now, in, two, big, have, they, funny, now, on, thank, walk, many, where, put, how, sit, too, came, out, like, open, she, good, your, what.

1. I _____ to school.
2. My sister is a _____ student.
3. _____ is in first grade _____.
4. The clown is _____.
5. _____ are you from?
6. The book is _____ the table.
7. _____ old are you?
8. _____ down, please.
9. There are _____ boys in the class.
10. _____ do not speak English.
11. The door is _____. Close it, please.
12. How much money do you _____ now?
13. _____ sister is beautiful.
14. She is _____ class now.
15. _____ is her name?
16. She has a _____ dog at home.
17. Your shoes are beautiful. Are they _____?
18. I have a new pair of shoes _____.
19. They _____ from Haiti yesterday.
20. _____ my book on the desk for me, please.
21. I _____ you very much.
22. Do you go _____ every weekend?
23. No. I _____ to stay home and relax on the weekends.
24. I always have _____ things to do at home every weekend.

APPENDIX E

Vocabulary - Words to Study at Home - Parts of the Body

Study the following words: head, neck, shoulder, chest, back, arm, stomach, abdomen, hand, leg, foot, forehead, eye, nose, mouth, ear, chin, upper arm, elbow, lower arm, wrist, thumb, fingers, thigh, knee, calf, shin, ankle, heel, toes.

Learn the names of the following colors:

Red	Orange
Brown	Blue
White	Black
Gray	Purple
Green	Yellow

Learn the names of the following fruits and foods:

apple	strawberries	hamburger	egg
bananas	carrots	coffee	bread
grapes	pepper	hot dog	milk
pear	potatoes	meat	fish
orange	tomato	chicken	tea

Learn the following numbers:

0 zero	8 eight	16 sixteen	24 twenty-four
1 one	9 nine	17 seventeen	25 twenty-five
2 two	10 ten	18 eighteen	26 twenty-six
3 three	11 eleven	19 nineteen	27 twenty-seven
4 four	12 twelve	20 twenty	28 twenty-eight
5 five	13 thirteen	21 twenty-one	29 twenty-nine
6 six	14 fourteen	22 twenty-two	30 thirty
7 seven	15 fifteen	23 twenty-three	31 thirty-one
			32 thirty-two

40 forty	70 seventy	100 one hunmdred
50 fifty	80 eighty	1,000 one thousand
60 sixty	90 ninety	

APPENDIX E

Supply the present progressive form of the verbs in parentheses. Follow the example.

1. John _____ (do) his homework now.
   Ex: John is doing his homework now.
2. Look! It _____ (snow).

   _____
3. I _____ (read) the newspaper.

   _____
4. She _____ (play) the piano now.

   _____
5. Jack _____ (smoke) a cigarette now.

   _____
6. William _____ (prepare) his lessons now.

   _____
7. I _____ (read) a good book at present.

   _____
8. Helen _____ (write) on the blackboard.

   _____
9. We _____ (speak) English now.

   _____
10. The teacher _____ (talk) with Henry.

    _____

APPENDIX E

Supply the present progressive form of the verbs in parentheses. Follow the example.

11. She _____ (sing) now.

_____

12. He _____ (sit) down.

_____

13. He _____ (make) a chair now.

_____

14. They _____ (work) now.

_____

15. He _____ (run) to the school.

_____

16. He _____ (leave) now.

_____

17. She _____ (cry).

_____

18. You _____ (walk) to work.

_____

19. Marie _____ (eat) now.

_____

20. Sandra _____ (sleep) now.

_____

APPENDIX F

SAMPLE OF PERMISSION SLIP FOR FIELD TRIP

APPENDIX F

PARENT PERMISSION FORM — FIELD TRIP *(ELEMENTARY)*

Field trips are not mandatory. They are designed to enhance curriculum, to encourage student participation in extra-curricular activities, and to serve as community service projects.

SECTION I. IDENTIFYING INFORMATION

SCHOOL _____ DATE _____

STUDENT'S NAME _____ ID NO. _____ GRADE/HR _____

SECTION II. NOTIFICATION TO PARENT

_____ *(Teacher's Name)* is planning a field trip for _____ *(Group/Subject)*

to _____. The purpose of the trip is _____

_____

Mode of Transportation _____ Name of Carrier _____

DEPARTURE _____ Date _____ Approximate Time

RETURN _____ Date _____ Approximate Time

— The above time schedule and/or personnel may be changed due to unforeseen circumstances. —

Cost of Field Trip _____ Please Note _____

PLEASE KEEP THE TOP PORTION FOR YOUR INFORMATION.

RETURN THE BOTTOM PORTION TO THE TEACHER.

SECTION III. PARENT/GUARDIAN'S WRITTEN PERMISSION TO PARTICIPATE IN ACTIVITY

I hereby give permission for my child _____ to participate in the field trip to _____

_____. I have completed the EMERGENCY CONTACT INFORMATION in Section IV (see below).

SIGNATURE OF PARENT/GUARDIAN _____ DATE _____

Please check (√) one. I can ☐ I cannot ☐ serve as a chaperone if needed. My child will not be going on the trip. ☐

SECTION IV. EMERGENCY CONTACT INFORMATION

1. Name of parent/guardian _____
2. Parent/Guardian Phone No(s).
   Residence: _____
   Business: _____
3. In case parent/guardian cannot be reached, please contact _____ *(Name)*
   Relationship _____ Telephone No. _____
4. Physician's Name _____ Telephone No. _____
5. Only if applicable, complete the following:
   a. My child has the following medical problem _____
   b. My child takes the following medications regularly _____
   c. My child has the following allergies _____

I AUTHORIZE MEDICAL TREATMENT FOR MY CHILD IN CASE OF ACCIDENT OR ILLNESS WHILE ON THE TRIP.

PARENT/GUARDIAN SIGNATURE _____ DATE _____